**SIXTH GRADE ENVISION MATH CURRICULUM MAP**

**CANYONS SCHOOL DISTRICT**

**2010 – 2011**

There are many ways to organize curricula.

The challenge, now rarely met, is to avoid those that distort mathematics and turn off students. — Steen, 2007

William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline, but also the **key ideas** that determine how knowledge is organized and generated within that discipline. This implies that to be coherent, a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. These deeper structures then serve as a means for connecting the particulars (such as an understanding of the rational number system and its properties).

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is “a mile wide and an inch deep.” These Standards are a substantial answer to that challenge.

It is important to recognize that “fewer standards” are no substitute for focused standards. Achieving “fewer standards” would be easy to do by resorting to broad, general statements. Instead, these Standards aim for *clarity and specificity*.

**AUGUST (6 days)**

**TOPIC 1 - NUMERATION**

Topic 1 (3 days), Differentiation (3 days)

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| --- | --- | --- | --- |
| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| Review | Topic 1: Numeration  1-2: Place Value, pg. 4 | 1 |  |
|  | 1-3: Exponents and Place Value, pg. 10 | 1 |  |
|  | 1-4: Decimal Place Value, pg. 14 | 1 |  |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
| NO CFA DATA ENTRY for August. |  |  | NO CFA FOR AUGUST |

**SEPTEMBER (20 days)**

**TOPIC 2– VARIABLES, EXPRESSIONS, AND PROPERTIES**

**TOPIC 3 – OPERATIONS WITH DECIMALS**

Topic 2 (6 days), Topic 3 (9 days), Common Formative Assessment/CFA & Differentiation (5 days)

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| --- | --- | --- | --- |
| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Expressions and Equations**  Apply and extend previous understandings of arithmetic to algebraic expressions |  |  |  |
| 6.EE.1. Write and evaluate numerical expressions involving whole-number exponents.  6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers. | **Topic 2**  Pre-assessment Topic Opener, pg. 30 Topic 2-1: Using Variables to Write Expressions, pg. 32 | 1 |  |
| 6.EE.3 Apply the properties of operations to generate equivalent expressions. | Topic 2-2:  Algebra:  Properties of Operations, pg. 34 | 1 |  |
| 6.EE.3 | Topic 2-3:  Algebra:  Order of Operations, pg. 36 | 1 |  |
| 6.EE.4 Identify when two expressions are equivalent expressions. | Topic 2-4:  Algebra:  The Distributive Property, pg. 40 | 1 |  |
| 6.EE.4 | Topic 2-6:  Algebra:  Evaluating Expressions, pg. 46 | 1 |  |
| 6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem: understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. | Topic 2-7:  Algebra:  Using Expressions to Describe Patterns, pg. 48 | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
|  |  |  |  |
| 6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable. In terms of the other quantity, thought of as the independent variable.  Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. | **Topic 3**  Topic Opener, pg.60 Pre-assessment 3-1:  Operations: Estimating Sums and Differences, pg. 62 | 1 |  |
| 6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. | 3-2:  Operations:  Adding and Subtracting, pg. 62 | 1 |  |
| 6.NS.3 | 3-3:  Operations:  Estimating Products and Quotients, pg. 66 | 1 |  |
| 6.NS.3 | 3-4:  Operations: Multiplying Decimals, pg.70 | 1 |  |
| 6.NS.2 Fluently divide multi-digit numbers using the standard algorithm. | 3-5:  Operations:  Dividing by a Whole Number, pg. 74 | 1 |  |
| 6.NS.2 | 3-6: Dividing a Whole Number by a Decimal, pg. 76 | 1 |  |
| 6.NS.3 | 3-7: Dividing Decimals, pg. 78 | 1 |  |
| 6.EE.3  6.EE.4 | 3-8: Evaluating Expressions, pg. 80 | 1 |  |
| 6.NS.2  6.NS.3 | 3-10: Multiple-Step Problems pg. 84 | 1 |  |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP & M-CAP) |  |  | SEPTEMBER 7th – 24th |
| CFA TESTING WINDOW |  |  | September 27th – October 8th |
| DATA ENTRY DUE DATE |  |  | October 8th |

**OCTOBER (17 days)**

**TOPIC 4 – SOLVING EQUATIONS**

**TOPIC 5 – NUMBER AND FRACTION CONCEPTS**

Topic 4 (5 days), Topic 5 (5 days), Common Formative Assessment/CFA & Differentiation (7 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Expressions and Equations**  Apply and extend previous understandings of arithmetic to algebraic expressions |  |  |  |
| 6.EE.4 Identify when two expressions are equivalent | **Topic 4**  4-1: Properties of Equality  pg. 96 | 1 |  |
| 6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form x+p=q and px=q for cases in which p, q, and x are all nonnegative rational numbers | 4-2: Solving Addition and Subtraction Equations pg. 98 | 1 |  |
| 6.EE.7 | 4-3: Draw a Picture and Write and Equation, pg. 102 | 1 |  |
| 6.EE.7  6.NS.1 Interpret and compute quotients of fractions, and solve world problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. | 4-4: Solving Multiplication and Division Equations, pg. 106 | 1 |  |
| 6.EE.7  6.NS.1 | 4-5: Draw a Picture and Write an Equation, pg. 110 | 1 | Problem Solving |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
|  |  |  |  |
| **The Number System**  Apply and extend previous understandings of multiplication and division to divide fractions by fractions.  Compute fluently with multi-digit numbers and find common factors and multiples. |  |  |  |
| 5.NBT.6 | **Topic 5**  Pre-assessment/Topic Opener, pg. 118 | 1 |  |
| 5.NBT.6 | 5-1: Factors, Multiples, and Divisibility, pg. 120 | 1 |  |
|  | 5-2: Prime Factorization, pg. 124 | 1 |  |
|  | 5-3: Greatest Common Factor, pg. 126 | 1 | (5-4 and 5-5 are covered in the 5th grade core ) |
|  | 5-6: Fractions in Simplest Form, pg. 134 | 1 |  |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | October 25th – November 4th |
| DATA ENTRY DUE DATE |  |  | November 4th |

**NOVEMBER (16 days)**

**TOPIC 6 – DECIMALS, FRACTIONS, AND MIXED NUMBERS**

**TOPIC 8– MULTIPLYING FRACTIONS AND MIXED NUMBERS**

Topic 6 (4 days), Topic 8 (5 days), Common Formative Assessment/CFA & Differentiation (7 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **The Number System**  Apply and extend previous understandings of multiplication and division to divide fractions by fractions  Compute fluently with multi-digit numbers and find common factors and multiples.  Apply and extend previous understandings of numbers to the system of rational numbers. |  |  |  |
| 6.NS.1 Interpret and compute quotients of fractions, and solve world problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. | **Topic 6**  Pre-Assessment, Topic Opener, pg. 142 | 1 |  |
| 6.NS.1 | 6-1: Fractions and Division, pg. 144 | 1 | Fraction-decimal relationships and mixed numbers not specifically listed in Common Core.  Assess, reteach, and review as needed. 6-2, 6-3, 6-4 |
|  | 6-5: Draw a Picture, pg. 154 | 1 |  |
| 6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.  Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. | **7-1**: Least Common Multiple, pg. 164 | 1 |  |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
|  |  |  |  |
|  | **Topic 8**  Topic 8 Opener, pg. 184  Pre-assessment | 1 | Review Topic 8:  Multiplying Fractions and Mixed Numbers (This concept is covered in the 5th Grade Common Core but must be reviewed in order for students to completely understand division of fractions) |
| 6.NS.4 | 8-1: Multiply fractions and whole numbers, pg. 186 | 1 |  |
| 6.NS.4 | 8-2: Estimate products, pg. 188 | 1 | Review Estimations |
| 6.NS.4 | 8-3: Multiplying fractions, pg. 190 | 1 |  |
| 6.NS.4 | 8-4: Multiplying mixed numbers, pg. 192 | 1 |  |
| Differentiation Days | Reteach or extend as needed | 4 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | November 29th – December 10th |
| DATA ENTRY DUE DATE |  |  | December 10th |

**DECEMBER (13 days)**

**TOPIC 9 – DIVIDING FRACTIONS AND MIXED NUMBERS**

**TOPIC 10 - INTEGERS**

Topic 9 (6 days), Topic 10 (4 days), Common Formative Assessment/CFA & Differentiation (3 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **The Number System**  Apply and extend previous understanding of multiplication and division to divide fractions by fractions.  Apply and extend previous understandings of numbers to the system of rational numbers. |  |  |  |
| 6.NS.1.  Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.  For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3.  (In general, (a/b) ÷(c/d) = ad/bc).  How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally?  How many 3/4-cup servings are in 2/3 of a cup of yogurt?  How wide is a rectangular strip of land with length 3/4 miles and area 1/2 square miles? | Topic 9 Opener, p. 200 9-1:  Understanding Division of Fractions, p. 202 | 1 |  |
|  | 9-2: Dividing a whole number by a fraction, pg. 202 | 1 |  |
|  | 9-3: Dividing Fractions, pg. 206 | 1 |  |
|  | 9-4: Estimating Quotients, pg. 208 | 1 |  |
|  | 9-5 Dividing Mixed Numbers, pg. 210 | 1 |  |
|  | 9-6: Solving Equations, pg. 212 | 1 |  |
| Differentiation Days | Reteach/Extend as needed | 1 | Days for reteaching/differentiating either before or after testing. |
|  |  |  |  |
| 6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. | Topic 10 Opener  Pre-assessment, pg. 2210 | 1 | Topic 10 Opener  Pre-assessment, pg. 2210 |
|  | 10-1: Understanding Integers, pg. 222 | 1 | 10-1: Understanding Integers, pg. 222 |
|  | 10-2: Comparing and Ordering Integers, pg. 224 | 1 | 10-2: Comparing and Ordering Integers, pg. 224 |
| 6.NS.6 Understand a rational number as a point on a number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on a the line and in the plane with negative number coordinates  6.NS.7 Understand ordering and absolute value of rational numbers | 10-3: Rational Numbers on a Number Line, pg. 226 | 1 |  |
| Differentiation Days | Reteach/Extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | January 3rd – January 14th |
| DATA ENTRY DUE DATE |  |  | January 14th |

**JANUARY (19 days)**

**TOPIC 10 – INTEGERS**

**TOPIC 12 – RATIOS, RATES, AND PROPORTIONS**

Topic 10 (7 days), Topic 12 (7 days), Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **The Number System**  Apply and extend previous understanding of multiplication and division to divide fractions by fractions.  Apply and extend previous understandings of numbers to the system of rational numbers. |  |  |  |
| 6.NS.1.  Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.  For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3.  (In general, (a/b) ÷(c/d) = ad/bc).  How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally?  How many 3/4-cup servings are in 2/3 of a cup of yogurt?  How wide is a rectangular strip of land with length 3/4 miles and area 1/2 square miles?  6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.  6.NS.7 Understand ordering and absolute value of rational numbers | 10-4: Adding Integers, pg. 230 | 1 |  |
|  | 10-5: Subtracting Integers, pg. 234 | 1 |  |
|  | 10-8: Solving Equations and Integers, pg. 242 | 1 |  |
| 6.NS.6 Understand a rational number as a point on a number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on a line and in the plane with negative number coordinates.  6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.  Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. | 10-9: Graphing Points on a Coordinate Plane, pg, 246 | 1 |  |
|  | 10-10: Work Backward, pg. 250 | 1 |  |
| **Geometry**  Solve real-world and mathematical problems involving area, surface area, and volume. |  |  |  |
| 6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.  Apply these techniques in the context of solving real-world and mathematical problems. |  | 2 | Polygons = Graphing points on a coordinate plane = use additional resources |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
|  |  |  |  |
| **Number System**  Understand ordering and absolute value of rational numbers. |  |  |  |
| 6.NS.7 Understand ordering and absolute value of rational numbers. |  | 2 | Absolute value = use additional resources |
| **Ratios and Proportional Relationships** Understand ratio concepts and use ratio reasoning to solve problems. |  |  |  |
| 6.RP.1.  Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.  For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak."  "For every vote candidate A received, candidate C received nearly three votes." | Topic 12: Ratios, Rates, and Porportions Opener, pg. 298 | 1 |  |
|  | 12-1: Understanding Ratios, pg. 300 | 1 |  |
|  | 12-2: Equal Ratios and Proportions, pg. 302 | 1 |  |
| 6.RP.2.  Understand the concept of a unit rate a/b associated with a ratio a:b with b not equal to 0, and use rate language in the context of a ratio relationship.  For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar."  "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger." | 12-3: Understanding Rates and Unit Rates, pg. 306 | 1 |  |
|  | 12-4: Comparing Rates, pg. 308 | 1 |  |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP & M-CAP) |  |  | January 10th – January 28th |
| CFA TESTING WINDOW |  |  | January 24th – February 4th |
| DATA ENTRY DUE DATE |  |  | February 4th |

**FEBRUARY (18 days)**

**TOPIC 12 – RATIOS, RATES, AND PROPORTIONS**

**TOPIC 13 – SOLVING PROPORTIONS**

**TOPIC 14 – UNDERSTANDING PERCENT**

**TOPIC 15 – EQUATIONS AND GRAPHS**

Topics 12/13 (4 days), Topics 14/15 (8 days), Common Formative Assessment/CFA & Differentiation (6 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| 6.RP.2.  Understand the concept of a unit rate a/b associated with a ratio a:b with b not equal to 0, and use rate language in the context of a ratio relationship.  For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar."  "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."  6.RP.3.a.  Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane.  Use tables to compare ratios.  6.RP.3.b Solve unit rate problems including those involving unit pricing and constant speed.  For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours?  At what rate were lawns being mowed? | **Topic 12**  12-5: Distance, Rate, and Time, pg. 310 | 1 |  |
|  | 12-6:  Problem Solving:  Draw a Picture, pg. 314 | 1 |  |
|  | **Topic 13**  13-1:  Using Ratio Tables, pg. 322 | 1 |  |
|  | 13-2:  Using Unit Rates, pg. 324 | 1 |  |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
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| 6.RP.3.c.  Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. | **Topic 14**  14-1:  Understanding Percent, pg. 344 | 1 |  |
|  | 14-2: Percent: Fractions, Decimals, and Percents, pg. 348 | 1 |  |
| **Expressions and Equations**  Apply and extend previous understandings of arithmetic to algebraic expressions. | **Topic 15**  Topic Opener  Pre-assessment | 1 | Note: Graphing Equations is in the 7th grade core |
| **6.EE.4**  **6.EE.5**  **6.EE.7**  **6.EE9** | 15-1: Equations and Graphs, pg. 372 | 1 |  |
|  | 15-2: Patterns and Equations, pg. 376 | 1 |  |
|  | 15-3: More Patterns and Equations, pg. 378 | 1 |  |
|  | 15-4: Graphing Equations, pg. 380 | 1 |  |
|  | 15-5: Graphing Equations with More than One Operations, pg. 382 | 1 |  |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | February 21st – March 4th |
| DATA ENTRY DUE DATE |  |  | March 4th |

**MARCH (20 days)**

**TOPIC 16 – MEASUREMENT**

**TOPIC 17 – PERIMETER AND AREA**

**TOPIC 18 – VOLUME AND SURFACE AREA**

**TOPIC 19 – DATA AND GRAPHS**

Topics 16/17/18 (9 days), Topic 19 (6 days), Common Formative Assessment/CFA & Differentiation (5 days)

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| --- | --- | --- | --- |
| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Ratios and Proportional Relationships** Understand ratio concepts and use ratio reasoning to solve problems |  |  |  |
| 6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables and equivalent ratios, tape diagrams, double number line diagrams, or equations. | **Topic 16**  16-1: Converting Customary Measures | 1 |  |
|  | 16-2 Converting Metric Measures | 1 |  |
| **Geometry**  Solve real-world and mathematical problems involving area, surface area, and volume |  |  |  |
| 6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. | **Topic 17**  17-2: Area of Rectangles and Irregular Figures | 1 |  |
|  | 17-3: Area of Parallelograms and Triangles | 1 |  |
|  | 17-6: Use Objects | 1 |  |
| 6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism.  Apply the formulas v=lwh and v=bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.  6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures.  Apply these techniques in the context of solving real-world and mathematical problems. | **Topic 18**: Volume and Surface Area  Opener and Pre-assessment | 1 |  |
|  | 18-1: Solid Figures | 1 |  |
|  | 18-2: Surface Area | 1 |  |
|  | 18-3 Volume of Rectangular Prisms | 1 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
|  |  |  |  |
| **Statistics and Probability**  Develop understanding of statistical variability  Summarize and describe distributions. |  |  |  |
| 6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answer.  6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.  6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. | **Topic 19:** Data and Graphs  Opener and Pre-assessment | 1 |  |
|  | 19-1: Reading and Making Graphs | 1 |  |
|  | 19-3: Comparing Graphs | 1 |  |
|  | 19-4: Make a Graph | 1 |  |
|  | 19-5: Mean, Median, Mode | 1 |  |
| 6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.  6.SP.5 Summarize numerical data sets in relation to their context. | 19-6: Frequency Tables and Histograms | 1 |  |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | March 28th – April 8th |
| DATA ENTRY DUE DATE |  |  | April 8th |

**APRIL (16 days)**

**TOPIC 19 – DATA AND GRAPHS**

Topic 19 (5 days), End of Year Review for CRT’s (6 days), Common Formative Assessment/CFA & Differentiation (5 days)

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| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **Statistics and Probability**  Develop understanding of statistical variability  Summarize and describe distributions |  |  |  |
| 6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answer.  6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.  6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.  6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.  6.SP.5 Summarize numerical data sets in relation to their context. | 19-7: Stem-and-Leaf Plots | 1 |  |
|  | 19-8: Appropriate Use of Statistical measures | 1 |  |
|  | 19-9: Samples and Surveys | 1 |  |
|  | 19-10: Using statistics to Draw Conclusions | 1 |  |
|  | 19-11:  Try, Check, and Revise | 1 |  |
| Differentiation Days | Reteach or extend as needed | 3 | Days for reteaching/differentiating either before or after testing. |
|  |  |  |  |
| **End of Year Review for CRT’S** |  | 6 |  |
| Differentiation Days | Reteach or extend as needed | 2 | Days for reteaching/differentiating either before or after testing. |
| CFA TESTING WINDOW |  |  | April 25th – May 6th |
| DATA ENTRY DUE DATE |  |  | May 6th |

**MAY (21 days)**

**TOPIC 10 – INTEGERS**

End of Year Review for CRT’s (4 days), Topic 10 (4 days), Common Formative Assessment/CFA & Differentiation (13 days)

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| --- | --- | --- | --- |
| COMMON CORE STANDARD | ENVISION LESSON | SUGG.  NUMBER OF DAYS | NOTES |
| **End of Year Review for CRT’S** |  | 4 |  |
| **Step up to 7th Grade** | 10-6: Multiplying Integers | 2 | \*First concept taught in the 7th grade core |
|  | 10-7: Dividing Integers | 2 | \*First concept taught in the 7th grade core |
| Differentiation Days | Reteach or extend as needed | 13 | Days for reteaching/differentiating either before or after testing. |
| M-CBM TESTING WINDOW  (M-COMP & M-CAP) |  |  | May 9th – May 27th |
| CFA TESTING WINDOW |  |  | May 25th – June 8th |
| DATA ENTRY DUE DATE |  |  | June 8th |